



# **WANSTEAD HIGH SCHOOL**

## **SEND Policy and Information Report**

**Approved & Adopted by the Governing Body: June 2018**

**Next review due by end of 2022-23 academic year as per  
School Improvement Plan**

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### January 2023

Due to a change in leadership, we are currently in the process of updating and reviewing a number of school policies and planning a robust and timely cycle for future review and ratification by the School's Governing Body.

This 3-year policy plan will be published on the website by 17<sup>th</sup> March 2023 at the latest and shared with the Governing Body at the next Full Governing Body meeting.

This policy has had personnel updated in September 2022 but no major changes at this stage.

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Our vision:** We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world. We will promote and support our whole school approach to access, participation and inclusion. We will strive to ensure that our young people, particularly those with SEND, receive the support they need and are enabled to achieve their full potential. They will become confident, thriving individuals, living fulfilling lives and making a successful transition into adulthood.

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This Special Educational Needs and Disabilities (SEND hereafter) policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015.

### Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.
- All support put in place is aimed at developing pupils independent learning skills and encouraging them to take responsibility for their own learning.

### Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and Responsibilities

### 4.1 The SENDCO – Ms Michelle Connor

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date and ensure that these are distributed to relevant staff members.

### 4.2 The SEND governor – Ms Hannah Fisher

She will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

#### 4.3 The Headteacher **Miss Emma Hillman** /Deputy Headteacher (BAPD) **Mrs Helise Martin**

They will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

#### 4.5 Teaching Assistants

***The role of the Teaching Assistant is:***

- to support pupils with their learning under the direction of the class teacher and/or the SENDCO, implementing strategies recommended by the teacher, SENDCO or professionals from external agencies;
- to develop the independence of the pupils with whom they work;
- to provide feedback to the teacher and/or the SENDCO on the progress of the pupils with whom they work, in order to inform lesson planning and review of progress.

*Teaching Assistants are line managed by the SENDCO, Ms Michelle Connor.*

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, Moderate Learning Difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

### 5.2 Identifying pupils with SEN and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

For all learners, subject teachers, form tutors, support staff, parents/carers and the child or young person, they will be the first to notice a difficulty with learning. We try always to ensure that any identification of SEND involves the learner, their parents/carers and their teachers. The special educational needs co-ordinator (SENDCO) will also support with the identification of barriers to learning using a range of assessment tools/packages, such as:

- Lucid Lass Tests used to screen all Year 7s on entry to Wanstead High School, as well as any mid-term arrivals. This gives us a baseline assessment of literacy skills, reasoning, memory and phonological processing skills.
- Lucid Exact to test reading accuracy and speed as well as spelling.
- Access Reading Test to assess reading age, comprehension and analysis;
- Detailed Assessment of Speed of Handwriting (D.A.S.H.) to assess speed and legibility of writing as well as processing skill;
- WRAT 4 to help assess reading and spelling skills;
- CTOPPS to help assess processing speed;
- AAB tests to measure basic academic skills, letter and word reading, spelling and mathematical computation.
- Referral to the Educational Psychologist and Speech and Language Therapist or other agencies as necessary for additional specialist assessments.

The assessment tools/packages are standardised/norm referenced, which means that the results are compared against a large national sample of individuals of the same age. If the learner is at an age-expected or age-appropriate level they will score between 85 and 130 on the scale, with most individuals of that age group scoring around 100. It is important to remember that these assessment tools/packages can only provide a snapshot of a learner's abilities on that day as they can of course be influenced by other factors.

If a learner has a significantly low score in one particular area, this doesn't necessarily always mean that they have SEND, as learners can fall behind their peers for a number of reasons: they may have been absent from school, they may have attended a number of schools and not had consistent opportunities to learn and make age-appropriate progress; they may be new to English ('English as an additional language' or EAL); they may have worries or anxieties which distract them from learning.

At Wanstead High School we are committed to ensuring that all learners have equity of access to learning opportunities, and we will intervene with those who are at risk of not learning to age-expected and age-appropriate levels.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Monitoring the progress of learners is an integral part of teaching and leadership at Wanstead High School. We always welcome feedback on the effectiveness of the support we give our pupils (please see 'Contact us' below).

### 5.3 Consulting and involving pupils and parents

Parents/carers, pupils and staff are involved in reviewing the impact and outcomes of SEND provision on a regular basis. We follow the 'assess, plan, do, review' model of SEND support from the 2014 code of practice to ensure that parents/carers and their children are involved at each step. Before any additional provision is put in place to support a child with SEND, the SENDCO, teaching staff (as appropriate), parents/carers and the pupil will agree what they would expect to be different following the intervention.

Pupils, their parents/carers and their teaching and support staff will be directly involved in reviewing progress.

- This review can be built into the provision itself.
- It could be in the form of face-to-face meetings, such as at parents' evenings or 1:1 meetings with the SENDCO.
- It could be by means of telephone calls, email or two-way written communications/reports at least three times per year, when progress and any next steps can be discussed and agreed.

If a pupil has a statement of SEND or an EHCP, the same regular review conversations take place but the statement or plan will also be formally reviewed at least annually.

We always welcome the views of the pupils of Wanstead High School. This can be through the Pupil Council as part of pupil voice, at review meetings, through registration or in lesson time.

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### 5.5 Supporting pupils moving between phases and preparing for adulthood.

Transition is a part of life for all pupils. This can include:

- moving to Wanstead High School from primary school or another high school;
- moving from Wanstead High School to another high school;
- moving classes or groups within school;
- having a new teacher;
- moving from school to work or college or university.

Wanstead High School is committed to working with Pupils, their parents and families, and other settings/providers to ensure that positive transitions occur. Planning and support for transition is a particular and important element of our provision for all SEND pupils at Wanstead High School. Planning for transition from Year 6 to high school begins as soon as possible in Year 6 and often in Year 5. For those children with statements of SEND or EHCPs, the SENDCO will attend the annual review in Year 6 and, wherever possible, in Year 5, to begin to build a picture of individual need.

From Year 9, transition planning starts for the move into Key Stage 4 and from there into the sixth form, college or employment. Every pupil is offered a careers interview with Connexions advisor. The SENDCO and learning support team work closely with other providers and settings to ensure a transition which is as smooth and as positive as possible for learners with SEND and/or disability.

## 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Where a pupil is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a pupil's need and strategies to be implemented or in-class support.

For the majority of our pupils, such in-class strategies are effective and inclusive. However, some pupils may need further out of class support on either a one-to-one basis or small group targeted intervention sessions with a Learning Mentor or a Teaching Assistant. Our Teaching Assistants work before and after school to allow for these interventions to take place as far as possible without withdrawing pupils from lessons. If a pupil continues to fail to make expected progress, they may be referred to an outside agency for further testing and/or advice.

Interventions may involve bespoke packages or a programme developed specifically for that pupil or group of pupils. Current interventions include spelling interventions (such as Units of Sound Spelling), Lexia computer programme, reading interventions (such as Units of Sound Reading, Toe by Toe, Lexia), Maths interventions, writing interventions, Social Skills interventions (such as the Social Skills Group Intervention programme), Speech and Language Therapy support, memory skills, revision skills, exam technique and essay writing skills.

Some pupils receive technology support, such as the use of a laptop or tablet, mainly via equipment supplied by Redbridge SERC (Special Education Resource Centre). If appropriate, the SENDCO will apply to SERC for such equipment. Pupils who are allocated technology may also be provided with software, such as Clicker 6, to support their progress. Pupils with visual or hearing impairments may also be assessed and supplied with equipment to support their needs.



Provision and Access Map – Wanstead High School

	Cognition & Learning	Communication & Interaction	Social Emotional and Mental Health	Sensory and/or Physical Medical Conditions
<b>Transition</b>	Visits to primary schools re: guidance & welfare • SENDCO visits primary schools and attends review meetings • Inclusion Department gathers specific information in primary schools • Ongoing liaison work between subject departments and primary schools • Individual parental visits to WHS with potential pupil • New Intake Evening • Pupils Induction Day in the Y6 Summer Term • Extra Visits arranged for certain pupil if needed • SENDCO and Head of Year meet to discuss issues and placements •			
<b>Key Stage 3</b>	One Page Profile In-class support (Teaching Assistant or other) Specialist Teaching Additional Literacy / Numeracy teaching Wave 2 strategy catch-up or adapted programmes Wave 3 intervention assessment / progress tracking Termly IPC data Annual review and reporting cycle Team teach / modelling Pupil Information to staff Clubs – Homework / lunchtime - Library ICT provision / specialist software Exam concessions / special arrangements	Access to Speech & Language advice and/or programme if appropriate In-class support if appropriate Specialist teaching if appropriate Visual timetable if appropriate Social stories if appropriate Whole school INSET Social skills group training Increased visual aids Use of symbols / visuals Structure school & class routines Little Heath Outreach Teaching or advice and monitoring	In-class support Inclusion Profile Pastoral support plan Time-out card Tutor support Hear & Now Counsellor / Therapist Evolve/Adapt Box Up Pupil mentoring Social skills group/ anger management New Rush Hall Outreach Learning Mentor/counselling	School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered. Some in-class support may address health and safety or access issues.
<b>Key Stage 4</b>	As above plus Guided options choices – Support Option and Asdan Alternative qualifications (eg entry-level Maths and English, Step Up English) Special exam access arrangements Revision classes		As above plus: Guided options choices Mentoring	
<b>Access Strategies</b>	Writing frames / key word banks Pupil information to staff Home / school link Ability sets / small groups Differentiated teaching & planning in all curriculum subjects School marking policy School homework policy / diaries & planners Advice from specialists KS4 option choices Special exam arrangements Self-esteem/social skills group	Pupil information Peer mentoring Differentiation in all subjects Self-esteem group ICT software Thinking skills Speech and Language programmes as advised by our allocated SALT	Peer mentor & individual mentoring Guidance & welfare systems Whole school behaviour plan Whole school class rules School reward policy School sanction policy Managed transfer Social skills group Anger management Self-esteem group	Accessible toilets in medical room Medical / physiotherapy Medical support Lunchtime activities / library / Homework club Hearing Impaired Specialist Visual Impaired Outreach Teacher Specialist ICT resources Specialist equipment (eg. radio aid) Keyboard skills training
<b>Liaison with Parents</b>	Regular home school communication • SENDCO – by request or at scheduled review meetings • Subject teachers – by request or at scheduled Parents' Evenings • HOY, Form Tutor. Education Welfare Officer, Connexions Service, Counsellor / Therapist – via referral • Educational Psychologist – via referral • Other external agencies – via referral • Interpreters provided for parents • Text-Home system • positive postcards/letters.			
<b>Partner Agencies</b>	Borough SEND service • Educational Psychology • New Rush Hall Outreach • Educational Welfare Officer • Connexions (Careers Advice) • Little Heath Outreach service • Speech and Language Service • Occupational therapy • Physiotherapy • Youth Offending Team • CAMHS • Home and Hospital Teaching Service • Pupil Referral Units • Virtual School for Looked After Children - School Nurse • Parent support groups •			

### 5.7 Adaptations to the curriculum and learning environment

Every teacher is required to adapt the curriculum to ensure access to learning for every child in their class. The Teachers' Standards 2012 detail the expectations of all teachers and this is why at Wanstead High School we place such emphasis on the professional development of all staff.

Teachers use various strategies to adapt (differentiate) the curriculum. This might include:

- the use of IT and alternative technology;
- a variation in the degree of support for an individual learner;
- targeted use of additional adults;
- writing frames;
- breaking tasks into smaller activities ('chunking');
- peer support and buddy systems;
- alternative resources;
- simplified language;
- extension activities to challenge the more able learner.

All our learners who are identified as having SEND are entitled to support that is 'additional to' or 'different from' the normal differentiated curriculum. The precise type of support is dependent on the individual's learning needs and is intended to enable access to learning, overcoming the barrier to learning identified in the SEND. For the learners with the most complex needs, this support can be detailed on a provision map. We use Edukey software to map the provision for all pupils. These maps are modified and updated each year (or as appropriate) as the learners develop and their needs change.

### 5.8 Additional support for learning

Wanstead High School employs a team of Teaching Assistants and Higher Level Teaching Assistants. Teaching Assistants are allocated as link workers to work closely with individual SEND pupils and parents to ensure that they are kept informed and that positive home/school links are established. Our TAs work in subject classrooms, working with teachers to provide personalised learning programmes for pupils with special or additional needs. We always try to ensure as high a match as possible between the needs of a pupil or group of pupils, the subject in question, and the skills, experience and knowledge of the TA. This is to achieve as far as possible a pupil-centered approach across the curriculum. Our TAs therefore develop an improved knowledge of how our pupils learn best and are better placed to work collaboratively with teachers to deliver lessons designed to minimise an individual's barriers to learning.

The main aim of all support put in place is to develop pupils as independent learners. TAs have attended training on use of the self-scaffolding framework. Interactions with pupils follow the layers of the framework, (modelling, clueing, prompting, self-scaffolding) encouraging pupils to take responsibility for their own learning and supporting them to develop resilience and independent learning skills. This fits in with the whole school LEARN strategy which encourages the following skills: Leadership, enquirer, active learning, resilience and no fear.

Our TAs are trained to deliver small group or 1:1 interventions such as Lexia, Symphony, Toe by Toe, Units of Sound.

### 5.9 Securing equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENDCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use, e.g., physiotherapy, Occupational Therapy, Newbridge Outreach, or the Special Educational Resource Centre (SERC).

### 5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress. Edukey software is used to support the school with this.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Interventions follow a monitoring cycle involving: assess–plan-do-review. Where an intervention with a pupil is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy.

#### 5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All learners have equal opportunity to access extra-curricular activities at Wanstead High School and the school offers a wide range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all..

All pupils are encouraged to go on our residential trip(s) For example, the Year 8 PGL Trip

All pupils are encouraged to take part in sports day/school plays/special workshops, Wanstead High School day.

A safe space is available at unstructured times of the day for those pupils who find these times particularly difficult.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

#### 5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the Junior Leadership Team.
- Pupils with SEND are also encouraged to be part of a range of lunchtime clubs and activities to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

#### 5.13 Working with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer (EWO) for the area.

The SENDCO works closely with the Educational Psychologist (EP) assigned to the school, and meets with the EP at the beginning of each term to plan work in the school for the term.

Other agencies and outreach services that the school works with include:

- Little Heath Outreach
- Speech and Language Therapy service
- Occupational Therapy service
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired
- Redbridge Service for Deaf and Hearing Impaired Children
- Newbridge Outreach
- SERC (Special Education Resource Centre)
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)

- Redbridge Child Development Centre
- Virtual School for Looked After Children
- Social Care services

#### 5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.15 Contact details of support services for parents of pupils with SEND

If your child has SEND, the school will do its very best to give your child the support they need. That could include getting advice and support from specialists outside the school (such as an Educational Psychologist or advisory service). You may be asked for permission for your child to be referred to one of these services if it is felt that this will help the school and you understand your child's needs better and so support them more effectively.

Little Heath School Specialist Support Service provides specialist support in the secondary sector for pupils with learning difficulties and language and communication difficulties including Autistic Spectrum Disorders and Asperger's Syndrome (ASD).

New Rush Hall School Outreach Service provides specialist support to enable mainstream schools to meet the needs of pupils experiencing Social, Emotional and/or Mental Health (SEMH) difficulties. Newbridge Outreach Service supports pupils aged 2 to 19 years with a range of medical conditions and learning & physical difficulties.

Newbridge Outreach Service supports pupils who have:

- Physical difficulties – cerebral palsy, muscular dystrophy etc
- Medical conditions – transplants, diabetes. Epilepsy, on-going health needs
- Dyspraxia / Dyslexia – Specific learning Difficulties Profile
- Difficulties with handwriting / recording ideas and concepts
- Difficulties in PE and require physical programmes
- Difficulties with fine and gross motor control

Newbridge Outreach Service will visit and assess pupils aged 2 to 19 years with a Statement of Educational Needs and pupils at School Action Plus.

Roding Outreach Service works with local audiological services and other professionals to meet the needs of all children in Redbridge, from birth to age 25, with hearing difficulties. In addition, Redbridge Council commissions Joseph Clarke School for the Visually Impaired in Waltham Forest to provide outreach services and educational advice to young people with visual impairments and their parents/carers.

The Education Welfare Service (EWS) is a statutory service whose primary role is to promote and support regular school attendance. All children registered at school are expected to attend regularly and punctually. The EWS support the local authority in carrying out this duty. Every maintained school has a named Education Welfare Officer (EWO). For children and young people with SEND, Education Welfare Officers work directly with families and the schools to ensure that any barriers to learning are removed

or minimised to ensure learners are supported to achieve the outcomes set out in an EHC Plan or through SEND Support.

Education Psychologists (EPs) have a professional qualification in psychology and have undertaken professional training in educational psychology. They work with parents/carers, children /young people, teachers and other professionals to promote children's learning and development.

#### 5.16 The Local Authority SEND Offer

Further information on Wanstead High School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website. Our School Local Offer forms part of the local authority's Local SEND Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Click [here](#) to access the Redbridge Local SEND offer

### 6. Monitoring arrangements

This policy will be presented to Governors on an annual basis. However, significant change is not likely to happen each year. When this does take place, relevant stakeholders will be consulted.

It will be approved by the governing body.

### 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Discipline Policy
- Equality Opportunities Policy
- Health, Safety and Welfare Policy